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ABSTRACT

This document is a youth curriculum resource designed to accommodate learners in Australia's Certificates in General Education (CGEA) program. The document begins by discussing the following topics: the curriculum framework; the curriculum's content and its relationship to the CGEA program's numeracy learning outcomes and criteria; successful teaching strategies; and use of the module outcomes grids. The remainder of the document consists of four learning modules (two 120-hour and two 80-hour modules). Each module begins with the following elements: a module description; an assessment strategy; conditions and methods of assessment; guidelines for delivering the module; and learning outcomes and assessment criteria. Each unit contains the following items: a statement of purpose; educational activities; and learning, recognition, and pathway outcomes. An outcomes grid concludes each module. The module and unit topics are as follows: (1) life skills (health and development; recreation and leisure; independent living skills; legal issues); (2) work and personal skills (skills identification and career planning; job search skills; self-employment opportunities; basic computer skills; issues affecting

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youth); (3) expressive skills (confidence building; seeing a performance; developing a play script; presenting a dramatic performance); and (4) creative skills (basic art and craft principles; traditional and cultural art; working with fabric; contemporary art). (MN)

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C. Dunk

# BSI II

## ---A Youth Curriculum Resource---

## for the Certificates in General Education for Adults

AUSTRALIAN NATIONAL TRAINING AUTHORITY

SWINBURNE TAFE

THE CENTRE
creating opportunities together

DLC
DONVALE LIVING & LEARNING CENTRE

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### *Project Team*

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# RISK IT

## A Youth Curriculum Resource for the Certificates in General Education for Adults

***Introduction***

This youth curriculum resource is designed to accommodate the increasing number of youth exiting mainstream education and accessing alternative post compulsory education. Many of these young people have found their way to the Certificates in General Education (CGEA) via adult literacy programs.

The CGEA was originally designed for educationally disadvantaged adults. The flexibility of the CGEA has also proved it to be suitable for enabling many young people to re-engage in education. However, the specific learning needs of youth have proved to be very different from those of the adult literacy learners. This youth curriculum resource grew out of the need to engage youth and deliver relevant material within a recognised accredited curriculum.

The document has evolved through trial and error and constant student feedback. One of the most fundamental aspects of delivering the youth curriculum resource successfully is total flexibility. Allowing the program to be driven by the student needs and interests is also paramount.

The project team collaborated across a range of diverse social perspectives to address the common needs of disadvantaged youth. The young people who have been involved in the development and trialing of this curriculum come from a variety of social backgrounds and localities. Both the TAFE and ACE sectors were involved in this project, representing inner urban, suburban and rural geographical localities. Whilst each group has focussed on different curriculum aspects and responded differently, the core topics have proved to be relevant to the needs and interests of these disadvantaged "reluctant" learners.

As important as the curriculum content is, so too are the teaching strategies employed in the delivery. Many youth providers have found that there needs to be a move away from what is traditionally seen as teaching, to the role of facilitator. Pivotal to these skills and talents is the ability to relate to and enthuse the students in a self-paced, non-judgmental learning environment. Often the most successful facilitator has no traditional teaching qualifications. "There are many teachers in this world but not all people who have the ability to 'successfully' facilitate learning for these young people". It is 'teaching' through facilitation that empowers young people.

Most of the youth in these programs feel alienated from mainstream society and need to be given the opportunity to learn in a place where they feel they belong and can experience success. While the curriculum has documented outcomes and learning strategies, it is imperative that all attempts should be made to ensure that the experience of 'failure' is minimal. Students should be encouraged to attempt an outcome a number of times and in numerous ways. Also the achievement of specific learning outcomes will usually depend on the direction or mode of learning the group decides to take.

It needs to be recognised that many outcomes are not measurable and the most important outcome is the experience of a positive learning environment, improved self-esteem, and 'readiness' to confidently connect with the wider community.

***Curriculum Framework***

The project team decided that a suitable curriculum format needed to be easy to understand, connected and innovative in its style. Through discussion, some research and reading we decided to adopt the Conceptual Framework for Further Education (Transforming Lives, Transforming Communities) and map the curriculum to this model. The Conceptual Framework for Further Education is a model used in Victoria to map adult education programs. Information about this model can be found on the ACFE website, (http://www.acfe.vic.gov.au). This format encourages "multiplicity and connectedness", it is also innovative yet manages to maintain enough simplicity to be easily read.

***Content***

As mentioned earlier, it was very important in the early stages of the project to identify relevant and meaningful subject areas. This youth curriculum resource is based on four modules designed to meet these specific needs of youth and engage their interest.

The content of the following four modules has been derived from a range of consultation, teacher and program experience and youth input:

| | |
|---|---|
| Life Skills | Incorporates Drug Education including, Harm Minimisation principles, Recreation and Leisure, Independent Living Skills and Legal Issues. |
| Work and Personal Skills | Is designed to develop Personal and Career Goals, Pre-employment Skills, Computer Literacy and Self-Employment Opportunities. |
| Expressive Skills | Will allow students to express themselves on a dramatic level, understand the power of performance, explore the many forms of dramatic art and develop a performance. |
| Creative Skills | Provides students with the opportunity to express themselves through art, understand a range of art styles, plan and create a product and prepare for a presentation. |

The design is based on the identified needs of youth to ensure it is practical and engaging. All units within the modules can be integrated, providing a range of delivery modes and options. The curriculum will also allow students to work at their own level and pace to achieve Recognised Learning Outcomes. There will be many opportunities for students to gain intrinsic outcomes such as improved confidence, motivation and self-esteem.

We have recognised the CGEA numeracy learning outcomes in the Youth Curriculum Resource but we recommend consulting with a CGEA numeracy teacher prior to delivery and regular moderation to ensure these outcomes are delivered to meet the required CGEA criteria.

Ideally, the educational activities in each module of the curriculum resource should not be regarded as comprehensive. Although the document is detailed and could be used prescriptively, teachers/facilitators are encouraged to create and pursue a broad range of relevant activities appropriate to their students and situation.

***Successful Strategies***

- Trial of teachers before securing employment
- Flexibility – be prepared to change plans, deadlines, lessons, strategies if those used aren't working
- Set them up for their own success
- Tolerance – non judgemental approach
- Empathy and understanding
- Nurturing environment
- Be aware and informed of issues that impact on their life
- Knowledge and ability to access and refer students to support agencies
- Need to listen to what they are really saying
- Where possible have relevant youth support workers working within the program
- Respect their trust
- Frequent changes of activities
- Capitalise on incidental learning
- Feed them – often they are hungry and the social side is very positive
- Value their social interaction
- Fun, make it fun
- Focus on the person not the behaviour
- Let them see the facilitator make some mistakes
- Foster an environment that fosters non-threatening peer tutoring
- Allow students to work through their peaks, lows, plateaus
- There is no set limit for completion; some may take 3 months, some may need 3 years
- Develop a respect and understanding of boundaries

***Outcomes Grid***

At the end of each module there is a grid that allows teachers/facilitators to easily identify the learning outcomes offered in the module. These grids can also be photocopied and used as a checklist to track the learning outcomes achieved by individual students.

# Life Skills

This module is 120 hours and comprises four units:

| | |
|---|---|
| Unit 1 | Health and Development → *Sex, Drugs and Staying Whole* |
| Unit 2 | Recreation and Leisure → *Get Up, Get Out, Get Moving* |
| Unit 3 | Independent Living Skills → *Out There on Your Own* |
| Unit 4 | Legal Issues → *The Law and Me* |

## *Module Description*

The units in this module give students the opportunity to develop a range of life skills relevant to young people in today's society. Students will explore their social behaviours, relationships and activities. They will be given the opportunity to understand the responsibilities attached to independence and they will be encouraged to participate in a range of positive recreational activities.

Every area or issue in this unit should be carefully considered for appropriateness to the group, before delivery. Teachers should consider inviting specialist facilitators to speak on specific areas that are appropriate but feel uncomfortable delivering themselves.

The nominal hours for this module are 120 in total. However, these are only nominal. As the target audience is likely to have mixed abilities in a range of skills, individuals may need more or less time depending on particular factors. The educational practices and content in this module are guidelines only. Facilitators are encouraged to adapt and further develop material according to specific needs. As with all modules, the units in 'Life Skills' may be delivered as integrated or stand-alone units.

## *Assessment strategy*

The tasks are written for multi-level groups ranging from level 1 to 4 of the CGEA. The facilitator will determine the level of each individual.

It is strongly recommended that a variety of assessment methods are used appropriate to the individual's needs and to specific tasks, eg:

- Verbal and/or written activities
- Practical demonstration
- Oral questioning
- Self-evaluation
- Informal/formal observation by trainer
- Feedback on one-to-one and group basis

## *Conditions of Assessment*

Students will

- Have access to appropriate equipment and materials to undertake assessment
- Need to feel comfortable in their learning environment
- Need to be informed of the assessment procedures
- Receive support and be able to negotiate on a variety of ways to achieve outcomes
- Be able to make numerous attempts to achieve outcome
- Be given consideration for any learning barriers
- Not be assessed at the risk of jeopardising the development of self-esteem and confidence

## *Conditions and method of assessment*

- Oral
- Practical
- Written

## *Delivery of the module*

These learning outcomes are delivered in a combination of modes:

- One-to-one
- Groups
- Flexibly
- Peer Education

All must suit the individual learning styles of students

## *Learning Outcomes and Assessment Criteria*

For further CGEA, NRS and Training Packages assessment criteria information, refer to CGEA Framework document and relevant industry training packages.

Unit 1 – Health and Development

## *Sex, Drugs and Staying Whole*

### *Purpose*

This unit will explore various drug, relationship and health related issues affecting young people today. The aim of this unit is to promote awareness of drugs and their impact on young people's lives, and to develop an understanding of responsible relationships and personal hygiene.

### *Educational Activities*

Discuss drugs

- What are they?
- Brainstorm drugs used in our society
- Review answers and categorise as high, medium and low risk
- Hand out reading material on drug families: Depressants, Hallucinogens, and Stimulants
- Discuss the various effects
- Brainstorm and discuss drug use among young people – peer pressure and drugs
- Answer questions about drug use among young people, e.g.
    - Who is most likely to use?
    - Why they use?
    - What do they use?
    - When do they start?
    - How do they get the drugs / money?
- Provide handout material to read together and discuss
- Design a poster or complete an informative project about youth and drugs
- Discuss Harm Minimisation principles
- Design and create an instructional guide for young people based on harm minimisation principles. Present as a video, poster or pamphlet
- Invite guest speakers or facilitators who will have credibility with this student group. Interactive workshops are recommended – lectures are not suitable here!!
- Write about own or friends' experiences with drugs
- Discuss the consequences of taking illegal drugs
- Discuss society's stereotypical image of drug users
- Brainstorm why this image is popular and discuss why some users don't fit this image
- Write a profile of a drug user
- Develop an argument for or against a topical drug related issue
- Write an argument and hold a class debate on a drug issue
- Show some examples of debates on video before starting

Relationships

- List a range of relationships
- Identify a range of good and bad behaviours in all relationships, whether heterosexual or homosexual
- Discuss same sex relationships and homophobia
- Read life experience stories
- Invite a guest speaker to discuss 'gay' issues
- In groups, discuss and list responsibilities partners have toward each other, i.e. contraception, honesty, etc.
- Research relationship and sexual values from another culture or era, i.e. Middle Eastern countries, 1950's and 1960's
- Distribute reading material on safer sex and discuss
- Discuss, brainstorm and list STDs
- Watch appropriate videos
- Design and create surveys to discover if young people are practising safer sex, why, and what methods they are using

Personal Hygiene

- Discuss personal hygiene
- Brainstorm to identify possible reasons for poor hygiene, i.e. homelessness, poverty, ignorance, poor health, substance abuse
- In small groups, discuss and brainstorm ideas for an advertisement about personal hygiene. This could be a presented as a video or poster
- Access Community Health Centres, Information and Referral Centres and STD clinics for a range of information booklets on a range of drug, health and hygiene-related topics
- Create an informative display, accessible to other students and the public

## *Learning Outcomes (including Personal Achievements)*

Students will be given the opportunity to:

- Read relevant & current articles to demonstrate an understanding of the variety of legal and illegal drugs used in our society
- Demonstrate understanding of drug use amongst young people
- Identify preventative strategies aimed at minimising harm from drugs
- Demonstrate a preparedness to explore personal experiences with drugs through writing read and demonstrate a collection of anecdotal stories, factual articles and other students personal
- Read and demonstrate an understanding of arguments about drug related issues and develop and write a reasonable argument around one of these issues
- Develop an understanding of risk factors in the spread of STD's
- Understand the importance of safe sex
- Identify the responsibilities of sexual partners
- Demonstrate a knowledge and awareness of whether young people practise safe sex, how and why or why not
- Develop an understanding of personal hygiene
- Identify factors leading or contributing to poor personal hygiene
- Work collaboratively to design and create a poster or make a video to advertise the importance of personal hygiene

## *Recognition Outcomes*

CGEA

- Reading
  - Self Expression
  - Practical purposes
  - Knowledge
  - Public Debate
- Writing
  - Self Expression
  - Practical Purposes
  - Knowledge
  - Public Debate
- Oral communication
  - Active Listening
  - Knowledge
  - Exploring Issues and Problem Solving
- GCO
  - Can Use Technology
  - Can Work with Others and in Teams
  - Can Communicate Ideas and Information

Training Package

- Entertainment Industry Training Package
  - Cert. III, Code – CUETHTCORO2A, *Work in a Socially Diverse Environment*

Other Outcomes

- Presentation:
    - Posters, Project, Writing folio, Video, Survey, Information display
    - Understand the broader implications of drug use
    - Be able to form and discuss a personal opinion
    - Demonstrate improved participation
    - Improved personal appearance

### *Pathway Outcomes*

- Putting into practice oneself and informing others of harm minimisation approach
- Acknowledgement of support and assistance from others (saying thank you)
- Making informed decisions and choices
- Preparedness to share own experiences with others
- Connectedness to others through shared or similar experiences
- Willingness to trust
- Understanding of, and ability to accept, responsibility in relationships resulting in better relationships
- Acceptance of diversity
- Ability to access relevant information and assistance regarding personal issues

Unit 2 – Recreation and Leisure

## *Get Up, Get Out, Get Moving*

### *Purpose*

This unit will provide opportunities for students to engage in a range of recreation and leisure activities.

### *Educational Activities*

Brainstorm leisure and recreation

- What are leisure and recreation? What is the relationship between recreation, leisure and health?
- Discuss with class how they spend their leisure time
- List some examples on the whiteboard
- Identify some positive or negative outcomes or consequences resulting from their leisure activities

Discuss gambling as a recreational activity

- List some of the possible consequences of a gambling habit
- What forms of gambling have you tried?
- Did you like it? Did you win or lose?
- Discuss and research what help is available for gamblers

Engage in a range of recreation and leisure activities

- Before each activity, explain the rules and write on the whiteboard
- A scorer and/or referee should be selected if needed, giving everyone a turn over the unit's duration (some students may need help – working in pairs might be appropriate)
- Impress on the students the need to be impartial or unbiased
- Use a dictionary to look up the words: partial, impartial, biased and unbiased
- Discuss above terms to be sure everyone is clear on their meanings
- Leisure activities could include:
    - Pool
    - Table tennis
    - Skateboarding
    - Darts
    - Basketball
    - Volleyball
    - Swimming
    - Tennis/squash
    - Board games
    - Cards

Discuss hobbies

- Discuss some famous people and their hobbies. For example, John Wayne collected teddy bears
- Brainstorm and list on whiteboard as many hobbies as possible
- Each student to select a hobby, research it and present a talk to the class with pictures, displays or samples

Excursion

- At least 1 major excursion each semester is recommended. (See module description)
- Leading up to these activities, watch videos around the same theme and discuss
- Have the class construct rules for their behaviour and responsibilities. Discuss the organisation of the excursion
- Arrange to have a video and a camera for the event. Have a prearranged roster for filming and photography
- Print all of the above in an information notice and distribute to all class members
- Following the activity have a film day – invite family and friends

### *Learning Outcomes (including Personal Achievements)*

Students will be given the opportunity to:

- Demonstrate an understanding of the connection between health, recreation and leisure activities
- Identify factors leading to problem gambling
- Identify consequences of excessive gambling
- Research forms of assistance available to help problem gamblers
- Identify recreational activities that could contribute to building team skills
- Identify a range a recreation and leisure activities
- Identify favourite and least favourite activities
- Be able to take responsibility, such as scoring awarding points and penalties
- Organise and promote an activity
- Demonstrate knowledge of a hobby

### *Recognition Outcomes*

<u>CGEA</u>

- Reading
  - Practical Purposes
  - Knowledge
- Writing
  - Practical Purposes
  - Knowledge
- Oral Communication
  - Active Listening
  - Practical Purposes
- GCO
  - Can Work with Others and in Teams
  - Can plan and organise activities
  - Can communicate ideas and communications

<u>Training Packages</u>

- National Outdoor Recreation Industry Training Package
  - Code – SRXOHS001A, Learning Outcome: *Follow defined occupational health and safety policy and procedures* [Element 1 only]
- Entertainment Industry Training Package
  - Code – CUECOR2A, Learning Outcome: *Working with Others* [All Elements]

<u>Other Outcomes</u>

- Regular attendance and participation
- Improved team skills
- Certificate of Participation

### *Pathway Outcomes*

- Improved level of fitness
- Ability to make informed, unbiased decisions and judgements
- Learning about scoring and penalties
- Leadership skills

Unit 3 – Independent Living Skills

## *Out There On Your Own*

### *Purpose*

This unit aims to give students an understanding of the challenges and responsibilities of living independently. The unit is also designed to help equip young people with basic living skills.

### *Educational Activities*

This unit should first cover some units of OH&S for Hospitality and/or Tourism.

Cooking and Nutrition

- Discuss nutrition and display the healthy food pyramid
- Survey each other's eating habits. How much take away is eaten, how often fruit is eaten, etc
- Design a healthy menu of meals for a teenager for one week
- Brainstorm to create recipes, i.e. pizza, pies, casserole
- List all the ingredients and utensils needed for each recipe
- Cost each recipe per serve
- Book kitchen for recipe testing
- Work in groups to prepare and cook recipe
- Determine appropriate quantities using measuring spoons, cups, jugs and scales
- List all ingredients, quantities and estimated cooking times
- Cook the product
- Identify improvements that could be made to the recipe
- Provide an opportunity for students to budget for, organise and prepare a light luncheon or afternoon tea for another group

Personal Budgeting

- Discuss income – Youth Allowance is a good example of the level of income most of the students might be surviving on
- Discuss difficulties of living on a low, fixed income
- Allocate an amount similar to Youth Allowance to each student
- Brainstorm and categorise on whiteboard various personal living expenses
- Show some examples of budget worksheets
- Each student to develop a personal budget
- Encourage students to budget effectively enough to reserve a small portion of their 'income' for emergencies or savings
- Develop strategies to spend less
- Discuss generic brands – are they always cheaper?
- Hand out a shopping list and ask students to find the supermarket which provides all the items on the list for the best total price

Setting up House

- Break the class into 'households' of 3-5 people
- Set a budget for each household
- Brainstorm and list household goods needed on whiteboard
- Display some magazine 'room makeover' articles
- Collect catalogues, pamphlets, brochures and 'Specials' flyers to determine bargains
- Visit shops and markets to compare new and second-hand prices
- Determine quality and practicality
- Provide prices and pictures from catalogues
- Describe household items which are not necessary and why
- Describe what could be 'homemade' and how this could be achieved
- Determine the total cost of the setting up house project and the savings made
- Present information as a project

Home Maintenance

- Short workshop to complement OH&S requirements on safe use of household chemicals
- Discuss cleaners and disinfectants – basic cleaning equipment needed in the home
- Brainstorm, using 'What, where, when, how and why' format for household jobs and cleaning
- Role-play. Household groups of 3-5 people negotiate tasks. Various scenarios could evolve when household members don't meet their responsibilities
- Remind students there are legal issues if the lease is shared
- In class, brainstorm common home maintenance tasks, safety issues and whether or when repairing or replacing is most appropriate
- Engage in hands-on tasks in the classroom, such as: changing light bulbs, tap-washers, etc.
- Consumer and Tenancy Issues
- Invite a guest speaker from the Consumer and Tenancy Advice Service to speak about general consumer and credit laws and tenancy laws

Tenancy

- Students look for a suitable rental property
- Brainstorm in pairs or small groups to work out a budget and other needs related to renting a home
- Look for 'Houses to Let' in major and local newspapers; collect rental lists from Real Estate agencies
- Students make inquiries regarding a particular property
- Once students have found a suitable property, role-play to demonstrate their understanding of the interview and application process
- Discuss the legal responsibility involved in filling in the application form honestly
- What are the legal implications of sharing a lease opposed to one person having his/her name on it?
- Give students forms to read and complete. Students can then check each other's forms, verify information given and decide whether they will 'get the house'

Credit

- Discuss why credit might be appealing to young people and what kind of credit is aimed at young people
- Videotape some advertisements targeting young people; also collect and read newspaper and magazine advertisements
- Discuss why mobile phones are a good example of readily available credit that can be misused
- Discuss other forms of credit that might be available to young people. Students research how available they are and interest rates and the risks
- Complete credit agreement and application form for mobile phones or other form of credit
- Discuss the language used in these documents

### *Learning Outcomes (including Personal Achievements)*

Students will be given the opportunity to:

- Understand and demonstrate appropriate OH&S requirements for food handling
- Demonstrate basic cooking skills
- Identify a healthy and nutritional diet
- Develop estimation skills
- Create recipes and construct simple menus
- Create and complete a survey
- Understand personal budgeting
- Identify bargains – second-hand shopping
- Complete small home maintenance tasks
- Work collaboratively to achieve and agreed outcome

## *Recognition Outcomes*

CGEA

- Writing
  - Practical Purposes
  - Knowledge
  - Public Debate
- Reading
  - Practical Purposes
  - Knowledge
- Oral Communication
  - Active Listening
  - Practical Purposes
  - Exploring Issues and Problem Solving
- GCO
  - Can Collect, Analyse and Organise Information
  - Can Plan and Organise Activities
  - Can Communicate Ideas and Information
  - Can Work with Others and in Teams
  - Can Use Mathematical Ideas and Techniques
- Numeracy
  - Numeracy for practical purposes – measuring
  - Numeracy for personal organisation
  - Numeracy for personal organisation
  - Numeracy for interpreting society – numerical information

Training Packages

- Food Processing Industry Training Package
  - Code – FDF20198, Cert. I in Food Processing
- Hospitality and Tourism Training Package
  - Code – THHGHS1A, Unit – *Follow workplace hygiene procedures* [All Elements of unit]
  - Code – THHGH2A, Unit – *Clean Premises and equipment* [All Elements of unit]
  - Code – THHBKAO1A, Unit – *Organise and Prepare Food* [All Elements of unit]
  - Code – THHGCSO3A, Unit – *Deal with Conflict Situations* [All Elements of unit]
    - Demonstrates safe work practices in food areas
    - Demonstrates correct hygiene procedures when working with food
    - Can plan, prepare and cook a nutritionally balanced meal
    - Collate a folio of recipes and menus
    - Budget Project

Other Outcomes

- A meal
- Pay package $

## *Pathway Outcomes*

- Can apply the principles of good food hygiene and nutrition
- Willingness to share ideas
- Ability to compromise
- Can determine best options and prices when purchasing
- Can identify suitable rental accommodation
- Confidence to seek information
- Understand and acknowledge personal responsibilities when signing legal documents
- Can determine suitable credit terms

Unit 4 – Legal Issues

## *The Law and Me*

### *Purpose*

This unit aims to promote understanding of youth-related legal issues and young people's rights and responsibilities in regard to a range of areas of the law.

### *Educational Activities*

Youth Crime

- Discuss youth crime. Brainstorm the most common crimes young people commit
- List in order of most common to most uncommon youth crimes, using the brainstorm information
- Discuss and debate varying opinions
- Provide statistical evidence (from Australian Bureau of Statistics) of the most common youth crimes and compare with class perceptions
- Discuss why young people commit crimes such as shoplifting
- Brainstorm strategies to prevent crime
- Categorise strategies into self, family and friends, local community and state or national community
- Develop interview to gauge opinions on preventative strategies
- Interview a range of people to get their opinions or ideas on preventative strategies
- Record interviews on video or audio tape
- Discuss and compare the class opinions and ideas with the ones generated in the interviews
- Students choose one preventative strategy and write why this would or wouldn't work for them
- Read some anecdotal stories of offenders
- Write a review of the stories or write a short essay to compare differences/ similarities between stories

The Police

- Discuss students' feelings and reactions toward the police. List on the whiteboard
- Discuss these feelings and also discuss the difficulties involved in being a policeperson
- Students write a profile on a policeperson they may have had dealings with
- As follow up exercise, profile the ideal qualities a policeperson should have
- This is an opportunity to role-play various scenarios and model appropriate behaviour and responses when dealing with police

The Legal System

- Invite a lawyer to visit and talk to the class
- Prior to this visit, provide reading. The class could also watch a video with a legal theme
- Collaboratively construct some questions around legal issues students are interested in
- Ask the visiting lawyer to discuss court proceedings and protocol to prepare class for a visit to a court
- Visit a law court. It would be advisable to have the students agree to this activity, as some may have personal barriers
- Discuss the cases heard and either: write a report or role-play a court case. This could be videotaped
- Arrange a visit to a jail. Speak with officers and prisoners (it might be possible to have a shared class at the jail)
- Read or view videos about inmates' personal experiences and prison culture, prior to jail visit
- Discuss protocol, such as appropriate dress, attitude etc. prior to the jail visit
- Follow the jail visit with a writing exercise reflecting on personal feelings

Advocacy

- Discuss advocacy
- Invite guest presenters from a range of support and welfare agencies to showcase their agencies areas of service and expertise. Some suggested agencies:
- Community Legal Services
- Community Police
- DHS
- Juvenile Justice
- Consumer Affairs
- CASA (Centre Against Sexual Assault)
- Local Community Health Centre
- Produce a youth-friendly pamphlet on 'Practical Legal Advice' or a Youth Card with names and phone numbers of agencies offering a range of services to young people

Driver Education

- Students read the current road rules book in class and test each other on the questions. Practise the Learner Drivers Test on computer
- Generate some discussion on drink driving, careless driving, roadworthy vehicles
- List (on large sheets of paper) the range of consequences drink-driving and careless driving attracts. Consider legal issues, monetary costs, and the cost to the victims
- The TAC video, "Muck Up Week" is a valuable resource, along with TAC posters and TV ads
- Practical driving skills – if at all possible, try to give students the opportunity to experience driving (through a funded program) or try to access a computer program which gives simulated driving conditions

Videos

There are many documentaries and 'popular culture' movies dealing with a range of legal issues. Some of these movies may seem violent or graphic; however, watching them in class promotes discussion and the opportunity to use film as text to develop an understanding of a film's intended message.

### *Learning Outcomes (including Personal Achievements)*

Students will have the opportunity to:

- Identify crimes common to youth
- Understand factors leading to youth crime
- Identify legal rights and responsibilities
- Identify strategies to prevent or discourage negative and/or criminal behaviour
- Debate an issue arising from research on a legal issue
- Findings from a debate can be written as a persuasive argument
- Develop an understanding of police practices
- Demonstrate understanding of court proceedings and protocol.
- Demonstrate understanding and knowledge of a range of support services available to young people
- Identify and understand basic road rules
- Demonstrate competent understanding of Learner Driver Test
- Understand and acknowledge the legal rights and responsibilities involved in tenancy and credit situations

### *Recognition Outcomes*

CGEA

- Writing
  - Writing for Self Expression
  - Writing for Knowledge
  - Public Debate
- Reading
  - Reading Self Expression
  - Reading Knowledge
  - Public Debate
- Oral Communication
  - Active Listening
  - Exploring Issues and Problem Solving
- GCO
  - Can Work with Others and in Teams
  - Can Use Technology

Training Packages

- Entertainment Industry Training Package. Cert. III
  - Code – CUETHTCORO2A, *Work In a Socially Diverse Environment* [All Elements of unit]

Other Outcomes

- Writing folio
- Pamphlet or Youth card
- Video
- Audio tape

### *Pathway Outcomes*

- Recognises factors leading to high risk situations and makes responsible decisions
- Employs strategies to prevent negative behaviour
- Is able to access a range of services for assistance and/or advocacy for various situations
- Learner's Permit
- Adopts a responsible attitude toward driving

## Life Skills – Learning Outcomes Grid

| *CGEA Module & Outcome* | *Activity / Task* | *Date* |
|---|---|---|
| **Reading** | | |
| Self Expression | | |
| Practical Purposes | | |
| Knowledge | | |
| Public Debate | | |
| **Writing** | | |
| Self Expression | | |
| Practical Purposes | | |
| Knowledge | | |
| Public Debate | | |
| **Oral Communication** | | |
| Active Listening | | |
| Practical Purposes | | |
| Exploring Issues and Problem Solving | | |
| **General Curriculum Option** | | |
| Can collect, analyse and organise information | | |
| Can plan and organise activities | | |
| Can communicate ideas and information | | |
| Can work with others and in teams | | |
| **Numeracy** | | |
| Personal Organisation | | |
| Interpreting society – Numerical Information | | |

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# Work and Personal Skills

This module is 120 hours and comprises five units:

| | |
|---|---|
| Unit 1 | Skills Identification & Career Planning → *I Think I Can* |
| Unit 2 | Job Search Skills → *Here I Am* |
| Unit 3 | Self-Employment Opportunities → *I'm in Charge* |
| Unit 4 | Basic Computer Skills → *Into Print* |
| Unit 5 | Issues Affecting youth → *I'm Really Pretty Good* |

## *Module Description*

This module explores the skills necessary for young people to develop personal and career goals and to appreciate theirs and others skills in a range of learning areas. They will also learn the practical aspects of job seeking and small business management.

There may be some sensitive areas of discussion particularly in the unit "Youth Issues". Every area or issue in this unit should be carefully considered for appropriateness to the group, before delivery. Teachers should consider inviting specialist facilitators to speak on specific areas that are appropriate but feel uncomfortable delivering themselves.

The nominal hours for this module are 120 in total. However, these are only nominal. As the target audience is likely to have mixed abilities in a range of skills, individuals may need more or less time depending on particular needs. The educational practices and content in this module are guidelines only. Facilitators are encouraged to adapt and further develop the materials according to specific needs. As with all modules, the units in Work and Personal Skills may be delivered as integrated or stand-alone units. It is, however, recommended that the computer module 'Into Print' be integrated with all other units in this module.

## *Assessment strategy*

The tasks are written for multi-level groups ranging from level 1 to 4 of the CGEA. The facilitator will determine the level of each individual. Learning Outcomes for both the CGEA and Training Packages are listed in each unit under Recognition outcome.

It is strongly recommended that a variety of assessment methods are used appropriate to the individual's needs and to specific tasks, including:

- Verbal and/or written activities
- Practical demonstration
- Oral questioning
- Self evaluation
- Informal/formal observation by trainer

## *Conditions of Assessment*

Students will:

- Have access to appropriate equipment and materials to undertake assessment
- Need to feel comfortable in their learning environment
- Need to be informed of the assessment procedures
- Receive support and be able to negotiate on a variety of ways to achieve outcomes
- Be able to make numerous attempts to achieve outcome
- Be given consideration for any learning barriers
- Not be assessed at the risk of jeopardising the development of self-esteem and confidence.
- Feedback on one-to-one and group basis

## *Delivery of the module*

- Learning activities are delivered in a combination of modes:
- One-to-one
- Groups
- Flexibly
- Peer Education

All must suit the individual learning styles of students.

## *Learning Outcomes and Assessment Criteria*

For further CGEA, NRS and Training Packages assessment criteria information, refer to CGEA Framework document and/ or relevant industry training packages listed in Recognition Outcomes.

## *I Think I Can*

### *Purpose*

To give students the opportunity to identify their skills, interests and abilities for the future.

### *Educational Activities*

Skills and aptitude

- Discuss what is meant by skill and aptitude
- Brainstorm to identify skills and aptitudes of group
- Read case studies of various young people – identify their skills – hidden and obvious
- (Use newspaper articles, student writings, short stories, videos etc)
- Identify a range of skills each student has.
- As a group, students develop a skills checklist. Students tick particular skills they have and add more where required
- Using photos, drawings, writings, students create an individual profile of themselves in one or more of the following formats: booklet, poster, collage, web page, PowerPoint
- Individuals list skills, aptitudes, interests, hobbies
- List goals and ambitions
- Encourage students to look at the future and begin to plan
- Using the information they have formulated, students devise a brief 5-year plan

Understand the use of 'personality type' testing

- Discuss the use of personality tests – pros and cons
- Explain broad categories of 'typing' eg extrovert/introvert'; 'doer/thinker'
- Students discuss some of these categories
- Students write, talk about or draw the 'type' of person they perceive themselves to be.
- Encourage students to undertake a personality test eg. Myers Briggs, to help them determine their personality (these are available on the internet)
- Evaluate the 'test' findings against their own perceptions
- Using group work, ask students to create possible questions for their own "Youth Personality Test"
- In groups, students devise their own mock 'personality test'

Match skills, personality, aptitude and general interest to career goals

- Identify a broad range of current employment interests/prospects
- Research specific career/employment requirements
- In groups, discuss different ways of finding information about particular careers/employment
- Discuss strategies/options for those who 'have no idea' of what they want to do
- Visit relevant web sites
- In groups, devise relevant questions to interview people already working in a field of interest.
- In groups, interview people employed in specific identified field of interest
- Students to visit places of employment
- Identify barriers preventing progression to employment

Evaluate the possibilities of meeting/acquiring pre-requisites for chosen employment/career

- Choose personal areas of interest and list skills required
- Compare the required skills & attributes for chosen career/employment and compare to personal list (established in earlier lesson)
- Identify gaps in skills
- Identify strategies to improve gaps, eg courses etc.
- Identify barriers that may prevent development of skills
- Identify sources/strategies that may assist in overcoming barriers
- Create a realistic timeline that will help achieve goals
- The above information could be presented as a report or project

### *Learning Outcomes (including Personal Achievements)*

Students will be given the opportunity to:

- Demonstrate an understanding of the meaning of skills and aptitude
- Describe and list some personal skills
- Identify certain aptitudes
- Identify areas of interest, needs, hobbies
- Acknowledge existence of skills
- Develop a personal profile
- Recognise goals and ambitions
- Acknowledge a future
- Develop a personal 5-year plan
- Demonstrate an awareness of personality and aptitude tests for individual use and as a tool increasingly used by employers for job recruitment
- Demonstrate an awareness of the benefits and limitations of such tests
- Gain the courage to 'take a look at themselves'
- Undertake a simple and enjoyable personality test
- Work in a group
- Enjoy categorising themselves into a 'personality type'
- Identify areas of interest relevant to employment and career
- Choose suitable areas or themes for employment and/or further study
- Identify resources to gain career and employment information
- Identify requirements for entry into areas of interest
- Gain an understanding of themselves in relation to future choices
- Raise questions, fears etc, re: the future
- Address questions and fears re: future employment
- Identify opportunities for employment
- Look at a range of employment/careers in specific areas
- Identify specific requirements for entry into each field e.g. qualifications, training programs courses, traineeships, apprenticeships available
- Create a timeline to achieve goals
- Acknowledge the need to improve skills
- Identify existence of possible barriers
- Identify realistic strategies to work towards overcoming these barriers
- Acknowledge the existence of problems
- Complete a report or project on personal career choice
- Set future goals

### *Recognition Outcomes*

<u>CGEA</u>

- Reading
  - Self Expression
  - Knowledge
  - Practical Purposes
- Writing
  - Self Expression
  - Practical Purposes
  - Knowledge
- Oral Communication
  - Active Listening
  - Exploring Issues & Problem solving
- GCO
  - Can Collect, Analyse and Organise Information
  - Can Work with Others and in Teams
  - Can Communicate Ideas and Information.
  - Can Solve Problems
  - Can Use Technology
- Numeracy
  - Numeracy for Knowledge
  - Further study in maths – problem solving

Other Outcomes

- Folio of achievements
- Familiarity with personality tests for employment/career selection
- Creating a self portrait file

### *Pathway Outcomes*

- Identification of future pathways
- Establishment of goals
- Recognition of skills
- Overcoming negative attitudes
- Progression to better understanding of themselves
- Undertaking of a professional personality test
- Identification of career/employment requirements
- Identification of resources for careers and employment
- Knowledge of web sites relevant to careers and employment
- Courage to investigate the future in a relationship

Other Outcomes

- Folio of achievements
- Familiarity with personality tests for employment/career selection
- Creating a self-portrait/profile

Unit 2 – Job Search Skills

## *Here I Am*

### *Purpose*

To equip students with the necessary skills and information to help them gain success in the job market.

### *Educational Activities*

Employment opportunities

- Gather and evaluate information on relevant employment opportunities
- Identify specific places and areas where employment is made available e.g. newspapers, jobs network, local paper, community notice-boards
- Select advertisements
- List skills and attributes necessary for an advertised job
- Match these with individual requirements & skills
- Choose relevant advertisements

Interviews

- Prepare for and apply for a job
- Use skills etc identified in unit 1, write a resume
- Undertake a real or mock interview on the telephone
- Evaluate performance in above tasks
- Identify individual areas that need to be built on
- Undertake a mock job interview
- Brainstorm for list of "most commonly asked questions" in an interview
- List these questions and answer either in written and/or verbal form
- Identify the job for 'mock interview'
- Discuss the importance of good appearance
- Discuss and view videos on the importance of body language
- Visit op-shop or look through a 'clothes lending library' to choose clothes for interview.
- Participate in 'mock interview'
- Replay taped interview to evaluate individual performances
- List general areas that need to be improved

Resources

- Which Way to Work – CD ROM (Swinburne University – TAFE)
- Youth Employment Initiatives – TAFE Frontiers online modules
- Planning for Employment and Training – East Gippsland Community College of TAFE and Northern Metro. College of TAFE

### *Learning Outcomes (including Personal Achievements)*

- Students will be given the opportunity to:
- Find and compare information on a variety of sources of information for employment
- Evaluate and summarise in writing the information in relation to individual skills, needs etc.
- Acknowledge the existence of individual skills
- Access information relating to employment
- Write letter of application
- Write resume
- Make telephone calls to arrange appointments
- Understand interview questions and relevant answers
- Present themselves in an interview context
- Identify areas that need to be improved in an interview context
- Have the confidence to undertake a future interview

### *Recognition Outcomes*

CGEA

- Writing
  - Practical Purposes
  - Knowledge
- Reading
  - Practical Purposes
  - Knowledge
- Oral Communication
  - Active Listening
  - Practical Purposes
  - Exploring Issues and Problem Solving
- GCO
  - Can Collect, Analyse and Organise Information
  - Can Communicate Ideas and Information
  - Can Work with Others and in Teams
  - Can Solve Problems
  - Can Use Technology

Training Package

- Unit THHGGAO1A, *Communicate on the Telephone* [Elements 1 & 2]

### *Pathway Outcomes*

- Pathways
- Appropriate and realistic job-seeking

Unit 3 – Developing Self-Employment Opportunities

## *I'm in Charge*

### *Purpose*

This unit aims to give students a general understanding of what is involved in starting a very basic business venture using simple and relevant ideas. Students need to choose a business idea from an area of interest and remain with that idea throughout the unit. By having the students develop their own ideas, they will gain some understanding of what is required. It is by no means a comprehensive guide, rather a relevant tool to help them develop basic concepts of self-employment.

### *Educational Activities*

Stage 1 in 'self-employment'

- Read and discuss case studies of people who have developed their own self-employment opportunities e.g. Jim's Mowing, Houseminders, Hire a Hubby etc
- Write a report comparing two or three of the case studies
- Discuss the differences between self-employment and working for someone else
- Brainstorm and list advantages and disadvantages of both
- Brainstorm ideas for relevant self/group employment opportunities i.e. window-cleaning, making goods to sell at markets, lawn-mowing, cleaning graffiti, busking, etc.
- Identify practical areas that could be developed into self/group employment opportunities
- Identify skills and aptitude for particular areas of self-employment
- Match skills, interests, to possible areas of self-employment
- Choose area of self/group employment
- Present all the above information as a report

Understand the need to plan a strategy for becoming self-employed

- Brainstorm in groups
- Identify the benefits of planning for self-employment
- Identify:
    - Possible barriers
    - Likely successes
    - Positive/personal benefits
- Determine:
    - Where the business would be located
    - Who would be the likely customers
    - Who would be the competitors
    - Why people would do business with them
    - Levels of customer service and establishment of a public image
- List:
    - The equipment needed to begin a business eg. bucket and window-washer
    - The things that would need to be done in order to make the business a success
    - The people and contacts who may be able to help
    - The estimated cost of commencing the business
- Undertake surveys of:
    - Established businesses
    - Small self-employed enterprises
    - Customer expectations etc

Understand the need for advertising and promotion of business

- Discuss different methods of advertising used by various businesses – i.e. word-of-mouth, newspaper, fliers, promotions
- Choose an appropriate method to advertise own group business
- Create fliers, business cards
- Design own web page

Organise launch/promotion for the new venture

- Discuss various ways of launching a business eg. luncheons, discounts, fliers, displays, BBQ etc
- Create a flier advertising the launch
- Write invitations to key people to attend the launch
- Estimate the cost of the launch

### *Learning Outcomes (including Personal Achievements)*

Students will be given the opportunity to:

- Define and write about a self-employment opportunity
- Understand the practicalities of choosing a specific area in which to become self-employed
- Research, document and then compare four relevant small enterprise/self employment opportunities and ideas
- Where relevant, discuss in groups and develop ideas for delivery of services etc
- Identify skills required for the chosen area
- Complete a report on self-employment opportunities
- Understand the need to plan the business before commencing
- Understand ways to identify who their customers would be
- Understand ways to identify who the competitors would be etc
- Develop a very simple business plan
- Draw up a simple plan including a timeline for key stages
- Understand and develop ways to implement a timeline
- Develop competitive strategies
- Survey existing businesses

### *Recognition Outcomes*

CGEA

- Reading
  - Self Expression
  - Practical Purposes
  - Knowledge
- Writing
  - Self Expression
  - Practical Purposes
  - Knowledge
- Oral communication
  - Active listening
  - Practical purposes
  - Exploring issues and problem solving
- GCO
  - Can Collect, Analyse and Organise Information
  - Can Communicate Ideas and Information
  - Can Work with Others and in Teams
  - Can Solve Problems
  - Can Plan and Organise activities
- Numeracy
  - 2.3 Personal Organisation
  - 2.6 Numeracy for Interpreting Society – Numerical Information
  - 3.4 Numeracy for Interpreting Soc. Data
  - 3.5 Numeracy for Interpreting Soc. Data – numerical information

Training Packages

- Element 1 – Prepare a Business Plan, Unit THHGLE19A
- Entertainment Industry Training Package Competency Standards CUE98
  - Evaluate a Business Opportunity
  - Complete a Business Plan

Other Outcomes

- Applause
- Photographs of launch
- Making Money

### *Pathway Outcomes*

- Incentive and knowledge to begin/consider self-employment opportunities
- Gain an understanding of realistic options.
- Take calculated risks

Unit 4 – Basic Computer Skills

## *Into Print*

### *Purpose*

To give students the opportunity to develop and consolidate basic computer skills using a range of programs and applications.

### *Educational Activities*

- Word process a resume and letter of application
- Create fliers for advertising business
- Create a business card
- Create a web page (IN GROUPS)
- Create PowerPoint presentation (individual profile)

### *Learning Outcomes (including Personal Achievements)*

Students will be given the opportunity to:

- Demonstrate an understanding of
- How to format a resume
- Basic computing skills required to word process and edit a document
- Layout of formal letters
- Demonstrate an understanding of the task and the hardware required to create an artistic/creative flier
- Demonstrate the ability to determine, select and correctly operate basic application software
- Determine what the requirements of the business card and advertising flier are
- Use software to design the documents
- Access, retrieve and manipulate the data
- Work in groups

### *Recognition Outcomes*

<u>CGEA</u>

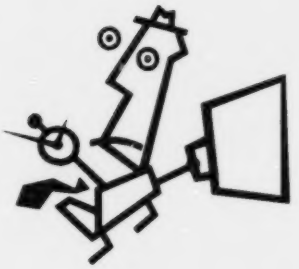
- GCO
  - Can Collect, Analyse and Organise Information
  - Can Communicate Ideas and Information
  - Can Solve Problems
  - Can Use Technology

<u>Training Packages</u>

- ICAITS017A 1-5, Tourism Training Package
  - Unit THHGCTO2A – Produce Documents on a Computer [Elements 1, 2, 3, & 4]
  - Unit THHGCTO1A [Elements 1, 2, & 3]
- ICAITU006A – UNITS 1, 2 &3
- ICAITU005A – UNITS 1, 2 & 3
- ICAITU012A – UNITS 1 & 2
- ICAITTW011A – UNITS 1, 2 & 3 [Must also be advanced units for these]
- ICAITU013A UNITS 1& 2 [Must also be advanced units for these]

Unit 5 – Issues Affecting Youth

## *I'm Really Pretty Good*



### *Purpose*

This unit challenges the student to look at personal and youth issues that are relevant to young people. It encourages them to look at themselves, to identify their negative and positive attributes, their main influences and to develop strategies to manage their future. It also uses film as a contemporary medium for discussion on social and individual issues, allowing film to be used in much the same way as text is used in mainstream education.

### *Educational Activities*

<u>Who am I</u>

- Students read case studies, complete questionnaires, brainstorm in groups to establish key words and concepts that identify who they are
- Students write/draw or create one or more of the following
  - Create/draw:
    - Collage of magazine cuttings or photos in poster form
    - Self portrait
    - Abstract mural representing themselves
  - Write:
    - An adventure story with themselves as the main character
    - A eulogy for their own funeral
    - 'Soapie' with themselves as main character
    - Poem
- Views of at least two videos that deal with youth identity
  - Eg. Students discuss videos, compare and respond in oral and/or written forms to teacher-formulated questions

<u>Major Influences</u>

- Discuss major events and people who have influenced them in their lives
- Write down 6 significant stages of development stating how each stage affected their lives
- View both negative and positive influences on their lives
- List positive aspects – how these will help the student in the future
- List negative influences and what barriers these may present to the individual in the future
- Compare these to some of the disadvantages faced by main characters in video (e.g. 'Good Will Hunting')
- Taking responsibility
- Read case studies on people such as:
  - Nelson Mandela
  - Angry Anderson
  - Students' own situations
- View videos, i.e.
  - 'Hurricane'
  - 'Once were Warriors'
  - 'The Shawshank Redemption'
- Discuss/ brainstorm what is meant by 'adversity'
- Discuss various ways individuals overcome adversity
- Respond to videos and case-studies in written or verbal form
- Compile group/individual lists of how people overcome adversity

Setting Goals (This builds on work already done in units 1 & 2)

- What do the students want to be doing in ten years' time? Help them imagine themselves in ten years' time – have them write about themselves in the future.
- Discuss short-term and long-term goals
- Peer Group Pressure
- Discuss the concept of peer-group pressure
- Discuss 'pack mentality' of adolescence eg. brand names, favourite foods, drinks, music, swearing, etc
- Students write about a time when they reluctantly participated in something with their peers
- Discuss reasons why peers play such an important part in an adolescent's life
- In groups, discuss the words 'alienation' and 'belonging'– what they mean to them
- View film: 'Lord of the Flies', 'Basketball Diaries' or similar
- Students respond in oral and/or written form to teacher-formulated questions that raise relevant issues via the film

Youth Issues

- Brainstorm a list of issues that affect young people today and could be a barrier to individuals achieving goals i.e.
    - Youth suicide
    - Divorce
    - Abuse
    - Homelessness
    - Crime
    - Poverty etc
- Students (individually or in groups) choose a specific topic to research and present to the class
- Focus on:
    - Defining the problem
    - Its causes and effects
    - Possible solutions

Strategies to overcome problems

- Support and help available
- Presentations can be made via pictures, orally, written, PowerPoint, sculpture, video, interviews etc
- Students or teachers provide list of local resources available to help young people deal with specific issues

Dealing with Conflict

- Students asked to brainstorm the meaning of conflict
- Students break into groups and decide on a group definition of conflict
- In groups, students discuss the causes of conflict and list these
- In large or small groups, students identify the 'feelings' that are stirred in conflict situations – discuss and list these
- Students then respond in written, verbal or drawing form to express feelings they have felt in conflict situations
- Discuss typical behaviour patterns in conflict – students then identify a conflict situation they (or someone they know) have/has been in and what behaviour they displayed
- Students choose a person/situation that they often have conflict with and with whom they wish to improve their relationship

Behaviour Types in Conflict Situations

- Distinguish between aggressive, submissive and assertive behaviour
- Ask students to give examples of each.
- Groups to write simple scripts that show the differences between each of the three behaviours
- Each group to role-play the script
- Students to complete questionnaire that helps them define their behaviour type
- Discuss the meaning of anger, e.g. What makes people angry? What sort of behaviour is displayed when people are angry?
- Students to write down what things make them really angry and what behaviour they most commonly use when angry
- When students are clear on the distinction between assertiveness, aggressiveness and submissiveness, get them to act out scenarios that clearly show the differences
- The teacher or students, in groups, can write these scenarios. Students role-play these scenarios, taking on one of the above behaviour types
- When the distinction is clear, discuss the importance of dealing with conflict in an 'assertive' way
- Emphasize the need to practise assertive behaviour
- Give students scenarios of possible conflict situations and ask them to write an assertive response to each. These can also be role-played
- Explain that while students will workshop assertive behaviour in this lesson, it should not stop there
- Practising assertiveness will be an integral part of the whole program

### *Learning Outcomes (including Personal Achievements)*

Students will be given the opportunity to:

- Identify personal characteristics
- Use a range of media to illustrate ideas
- Analyse and interpret messages via film
- Compare and contrast messages in two films
- Write creatively about personal experiences
- Understand issues that affect young people
- Undertake research
- Work collaboratively in groups
- Demonstrate via written material cause and effect
- Develop strategies to overcome problems
- Identify available resources
- Make a presentation
- Understand conflict
- Identify conflict situations
- Compare and contrast conflict situations
- Recognise the feelings that arise in conflict situations
- Learn ways to deal with conflict
- Work in groups
- Respond to conflict in written, oral or artistic form
- Understand behaviour types
- Recognise their responses in conflict situations
- Work towards solving a personal conflict situation
- Identify the different behaviour types and distinguishing features of both
- Role-play conflict situations
- Identify their behaviour type
- Recognise their anger
- Work towards managing anger
- Learn to become an assertive person
- Look at practical strategies to deal with personal conflict

### *Recognition Outcomes*

CGEA

- Writing
  - Self Expression
  - Knowledge
  - Public Debate
- Reading
  - Self Expression
  - Knowledge
  - Public Debate
- Oral Communication
  - Active Listening
  - Exploring Issues and Problem Solving
- GCO
  - Can Collect, Analyse and Organise Information
  - Can Communicate Ideas and Information
  - Can Work with Others and in Teams
  - Can Solve Problems
  - Can Identify, analyse and apply the practices of culture

Training Packages

- Unit THHGGAO3A, *Source and Present Information* [Elements 1 & 2]

### *Pathway Outcomes*

- Pathway Outcomes
- Utilisation of youth support services
- Film appreciation
- Understanding of techniques involved in accessing online learning materials
- Ability to deal responsibly with own anger
- Employment of strategies to deal with conflict
- Preparedness to listen to others
- Adoption of a positive and assertive attitude.

## Work and Personal Skills – Learning Outcomes Grid

| *CGEA Module & Outcome* | *Activity / Task* | *Date* |
|---|---|---|
| **Reading** | | |
| Self Expression | | |
| Practical Purposes | | |
| Knowledge | | |
| Public Debate | | |
| **Writing** | | |
| Self Expression | | |
| Practical Purposes | | |
| Knowledge | | |
| Public Debate | | |
| **Oral Communication** | | |
| Active Listening | | |
| Practical Purposes | | |
| Exploring Issues and Problem Solving | | |
| **General Curriculum Option** | | |
| Can collect, analyse and organise information | | |
| Can plan and organise activities | | |
| Can communicate ideas and information | | |
| Can work with others and in teams | | |
| Can solve problems | | |
| Can use technology | | |
| Can identify, analyse and apply the practices of culture | | |
| **Numeracy** | | |
| Personal Organisation | | |
| Interpreting society – Data | | |
| Interpreting society – Numerical Information | | |



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# Expressive Skills

This module is 80 hours and comprises four units:

| | |
|---|---|
| Unit 1 | Confidence Building → *Getting the Guts* |
| Unit 2 | Seeing a Performance → *The Play's the Thing* |
| Unit 3 | Developing a Play Script → *Get it Down!* |
| Unit 4 | Presenting a Dramatic Performance → *Put it On!* |

## *Module Description*

Drama is a wonderful way to "be someone else." providing many ways to develop self-esteem, group co-operation and promote confidence. These units are designed to be taught as a series or may be used in isolation. The extent to which many of the activities are taken will depend on the expertise and confidence of the tutor.

Each of these units can vary greatly in time depending on the interest and enthusiasm of the participants. Similarly, the order in which the units are done can vary depending on the confidence of the group. As with all things, it is advisable to begin with the familiar and move to the unfamiliar.

Students should at no time be forced to be involved in an activity. The right to sit out and observe should always be respected.

## *Assessment strategy*

The tasks are written for multi-level groups ranging from level 1 to 4 of the CGEA. The facilitator will determine the level of each individual.

It is strongly recommended that a variety of assessment methods are used appropriate to the individual's needs and to specific tasks, eg:

- Verbal and/or written activities
- Practical demonstration
- Oral questioning
- Self evaluation
- Informal/formal observation by trainer
- Feedback on one-to-one and group basis

## *Conditions of Assessment*

Students will:

- Have access to appropriate equipment and materials to undertake assessment.
- Need to feel comfortable in their learning environment
- Need to be informed of the assessment procedures
- Receive support and be able to negotiate on a variety of ways to achieve outcomes
- Be able to make numerous attempts to achieve outcomes
- Be given consideration for any learning barriers
- Not be assessed at the risk of jeopardising the development of self-esteem and confidence

## *Delivery of the module*

These learning outcomes are delivered in a combination of modes:

- One-to-one
- Groups
- Flexibly
- Peer Education

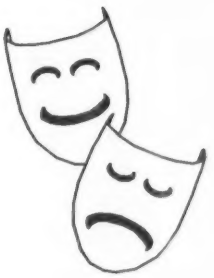
All must suit the individual learning styles of students

## *Learning Outcomes and Assessment Criteria*

For further CGEA, NRS and Training Packages assessment criteria information, refer to CGEA Framework document and relevant industry training packages

Unit 1 – Confidence Building

## *Getting the Guts*



### *Purpose*

This unit is designed to build confidence and to build and strengthen relationships between students.

### *Educational Activities*

Drama games

The following are examples of activities that have worked with some groups. Rather than just work through a list of activities, try to select ideas to suit the group and build a theme around games, or incorporate them into other activities. See resources for references that will give further specific and detailed examples.

- Freeze game
  - This is a very helpful form of "control" when drama activities become noisy. On the word "freeze", participants must freeze their action and activity. To make it fun, the group can be instructed to do a very vigorous activity such as push-ups, running backwards, hopping etc. Any one who moves is out.
- Speak easy
  - Speak for one minute on a given topic eg. "What makes me mad"
  - Verbal tennis – In pairs, participants take turns to say a word belonging to a specific category e.g. food, movies, and diseases. Points can be scored if one person cannot think of a word. The last remaining pair can be the winner.

Breaking the ice activities

- Name games – Go around the group with each person introducing themselves by saying "My name is ..... and I like to ....." Each following person must repeat the previous names and activity before adding their own.
- Mutual Interview (in pairs)
  - Interview each other for about four minutes finding out as much as you can about the other person's interests, etc
  - Back in the class group, the players tell about their partners
  - Other people can then ask questions also
- Wink Murder
  - One person is selected as the murderer when all eyes are closed. Their role is to wink at someone without being seen by the others. The victim must wait 10 seconds before dying an excruciating death. Other players can guess who the murderer is by raising their hand and pointing. If they are wrong, they have to leave the circle.
- Keeper of the Keys
  - Participants sit in a circle with one person – the Keeper in the centre, who is blindfolded and has a set of keys in front of him/her. The keeper has a roll of newspaper and must guard the keys and prevent them from being stolen. The group must be silent and, one by one, attempt to steal the keys. If they are hit, they return to their seats. Anyone who steals the keys becomes the Keeper.

Visualisation and relaxation activities

Taped music can be used while participants either lie on the ground or rest their heads. It is good to dim the lights. Start with people imagining a large white screen in their minds and focusing on slow breathing, picture stories, memories, or imagined places can be described. A writing activity can follow.

Movement

- Move to music and sound – aerobics-style activities led by one of the group to music they have selected themselves
- Levels and Shape in Movement
  - Make a machine. A small group can be given the task to make a human machine. Every part of the machine should be connected (though not always touching) to at least one other part of the machine – nearly every part should move.
  - Machine ideas include – video games, dishwashers, clocks, ticket machines, dole queues, school machines.

Trust Activities

Trust is a very important quality that needs to be developed in drama classes so that people can feel free to express themselves. A class discussion on personal safety, physical safety, who we trust and why, could lead into this activity.

- Guided blind walk
  - In pairs, take turns leading a partner around the room exploring different spatial levels and tactile surfaces. Discussions and journal writing can follow.

Mime

- Occupational Mime
  - Make a selection of cards that describe various actions e.g. rolling a cigarette and smoking it, eating a bowl of spaghetti, putting on make-up, etc.
  - People select a card and mime it to the rest of the group.
  - Emphasis is on concentration, imaginative thinking and accuracy.
  - Build a space around yourself. Mime the walls turning from brick to glue to fur. Punch your way out of the box!
- Pass the mime
  - Create two teams to mime down the line. The top person is whispered something to mime e.g. a hamburger or flying a kite. One by one, this is shown to the person in front, who must then turn to the next person and repeat the mime. The last person must guess the object.
- Guess-the-mime
  - "What's my job/animal/sport"
  - Charades – movies, music titles, TV shows books
- Non-verbal Communication
- Mime an emotion
  - eg. Fear, anxiety, nervousness, happiness, and pain.
  - Show different emotions with different parts of the body, e.g. nervous feet, a bored body, excited ears!
  - In small groups, create a mime that describes an emotion. Let the group guess what emotion was represented.
- Drama story
- Mime well-known nursery rhymes. Create a cracked version!
- Situational mime
  - Create small cards that describe a variety of situations that a small group can mime, eg; a group of people lining up for tennis tickets, getting the guts to jump the fence into a prohibited area. Give time for rehearsal. Different endings could also be mimed.

Tableau/Still photographs

- Form a family photograph in groups of 5-7.Create different characters and personalities.
- On the count of 1,2,3 freeze! Hold each picture. If possible, use an instamatic camera.
- Discuss the importance of levels to make the photo look interesting.
- Designate a director to move people around. Use high, medium and low levels.
- Create a focal point for the photo – e.g. everyone stares at Grandpa picking his nose. Note how this ties the photo or tableau together.
- Using a time limit to create pressure, create other tableaux with titles such as "Aliens arrive at TAFE", " The arrival of the Rock Star", "Disaster on Main Street"
- A series of tableaux can be created to develop a story, with each frozen picture being part of the story, e.g. "The Reading of the Will"

Improvisation activities

- Space Jump
  - Ask each person to make up one line or phrase illustrating what a particular character would say or do. Start with characters the group would be familiar with, e.g. parents, friends, teachers.
  - "Action" and "Cut" can be used as a starting and stopping device.
  - Give a first line of a monologue, e.g. "I've told you a million times!"
  - On a given signal, the whole group begins a monologue starting with this line.
  - Finish with "cut". Some people may like to repeat their monologue for the group.
  - "Duologue" – Start a conversation with a similar line working in pairs.
  - See where the duologue ends up! The emphasis is on participation, not performance, but people may choose to share their work.
  - Every effort made by any one at any time should be acknowledged by applause.
  - Character improvisations can also begin with emotions, props, costumes and hats.

- Improvisation Situation
  - In small groups, participants can be given a brief written scenario to present to the group. Preparation time should be limited to discussion. Conflict should be central to the scenarios as this is vital for dramatic purposes. Endings can be open or varied.
  - Write scenarios that are of interest or relevance to the group. The scenarios can be just one line, e.g. "The day I left school", or you can provide further details of characters and background information, e.g. "You've just got a brand new outfit you have been saving for months. On the first day you wear it you find that your best friend has got the same outfit. When you meet, your other friends are waiting on the train station. We'll start where you have just got off the train.
  - Give clear guidelines on how long groups have to work on their piece.
  - Comments and discussions afterwards are very important. Talk about what worked. Encourage praise. Suggest ideas for the future.

### *Learning Outcomes (including Personal Achievements)*

Students will have the opportunity to:

- Learn to work in teams to develop an outcome
- Begin to present themselves confidently in a group situation
- Learn to co-operate with others
- Negotiate with others for a desired outcome
- Plan and present short dramatic pieces
- Develop turn-taking skills
- Develop increased concentration
- Develop respect and trust with other group members
- Acknowledge group rules of participation
- Encourage one another in their endeavours
- Develop self discipline in a group situation
- Develop skills of concentration, logical thinking, effective communication and imagination

### *Recognition Outcomes*

CGEA

- Writing
  - Self Expression
- Oral Communication
  - Active Listening
  - Exploring issues
- GCO
  - Can Work with Others and in Teams

Training Packages

- National Outdoor Recreation Industry Training Package, Code – SRXOHSOO1A
  - Unit – Follow defined occupational health and safety policy and procedures [Element 1]

Other Outcomes

- Participation in classroom activities
- Certificate of participation
- Drama journal
- Individual and small group presentation
- Class awards
- Student report on course
- Newsletter articles on the course

### *Pathway Outcomes*

- Employment
- Continuation with drama studies
- Public speaking
- TAFE classes
- Other Youth activities and course
- Theatre appreciation
- Establishment and development of effective relationships

Unit 2 – Seeing A Performance

## *The Play's the Thing*

### *Purpose*

This unit is aimed at introducing students to the world of theatre and performance.

### *Educational Activities*

- Discuss/brainstorm the variety of shows and performances students enjoy
- Research what performances it is possible to see, e.g. in newspapers, via local theatre groups, buskers and artists
- Identify a performance of interest and arrange to attend, e.g. 'Neighbours'
- Students take responsibility for organising the outing, including the booking, tickets, lunch arrangements and travel details
- Discuss and decide upon appropriate student behaviour at public performances
- Attend performances demonstrating a range of theatre styles, e.g. modern, classic, amateur theatre, musical
- Arrange to speak to actors after the show
- Visit the back-stage of a theatre. Meet the producer or director
- Arrange a visit with an actor to discuss their profession
- Obtain and read the script or part of the script of a performance. Discuss style, language and alternative endings
- Allocate parts for different people in the group to read
- What elements did the actors bring to the script? Has the direction affected the way the play came across? How would you have done it differently?
- Read and discuss reviews of any performances attended
- Write a review or response to any attended performance
- Interview other people about their opinion of the performance
- How do popular opinion and the critic's review compare?
- Design a poster advertising a show
- Compare and contrast different styles of scripts i.e. Soapie, comedy, melodrama

### *Learning Outcomes (including Personal Achievements)*

The students will have the opportunity to:

- Attend a dramatic performance
- Compare and contrast a variety of performances
- Discuss & debate issues arising within the dramatic text
- Present a persuasive argument on the issues discussed
- Speak to actors about their craft
- Write a review or response to the performances they have attended
- Be introduced to the world of theatre and performance
- Be aware of acting appropriately in a formal situation
- Arrange to travel to a performance venue with the group
- Appreciate different styles of performance and presentation
- Understand some of the processes that go into a performance, including: backstage, rehearsals and lighting.
- View and analyse a range of media of performance, including TV, street theatre and theatre-in-education

### *Recognition Outcomes*

CGEA

- Writing
  - Self Expression
  - Knowledge
  - Public Debate
- Reading
  - Knowledge
  - Public Debate
- Oral Communication
  - Active Listening
  - Practical Purposes
- GCO
  - Can Collect, Analyse and Organise Information
  - Can Plan and Organise Activities
  - Can Work with Others and in Teams

Training Packages

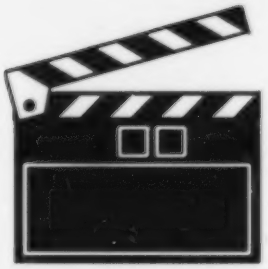
- Entertainment Industry Training Package Cert. II, Code – CUECOR2A
  - Unit – *Working with Others* [All Elements of unit]
- Written reviews of performances
- Drama journal
- A collage of Photographs
- A designed poster of the show
- Autographs
- Newsletter articles
- Taped interview with an actor

### *Pathway Outcomes*

- Attendance at and showing an interest in theatre and performance
- Joining or starting a theatre group
- Applying to a casting agency
- Attending a Drama/Theatre course
- Involvement in community activities
- A choice of direction and willingness to venture
- Progression to higher knowledge
- Participation in the Arts Community
- Entry into Media course at TAFE

Unit 3 – Developing A Play Script

## *Get it Down!*



### *Purpose*

This unit can be developed and delivered according to the students' needs and skill levels. Role-play, improvisation and script writing are all strategies to involve the students in performance.

### *Educational Activities*

- Share and discuss ideas on a range of issues, e.g. drug use, STDs, alcohol, etc
- Present photos, articles, pamphlets to stimulate discussion
- Brainstorm and mind-map key ideas in pairs or small groups
- Create possible scenarios to improvise and then discuss
- Improvise a variety of outcomes
- Develop and identify characters
- Shape an idea or message as a group
- Develop an outline to 'sell' the message with a beginning, middle and end
- Encapsulate a message into a strong statement that can be used as a theme for the play
- Consider a variety of dramatic forms that could be utilised

### *Learning Outcomes (including Personal Achievements)*

The students will have the opportunity to:

- Identify issues that are of concern or of interest to them
- Discuss issues in a constructive manner
- Develop the skills to write a script
- Participate in improvisation activities to develop and build a dramatic plot
- Learn how a dramatic performance can be a powerful vehicle to present an issue or point
- Work in teams to develop an outcome
- Co-operate with others
- Develop active listening skills
- Negotiate with others for a desired outcome
- Build on individual confidence levels
- Read and compare a range of script genres
- Select and model one genre

### *Recognition Outcomes*

<u>CGEA</u>

- Writing
  - Self Expression
  - Public Debate
- Oral Communication
  - Active Listening
  - Exploring Issues and Problem Solving
- GCO
  - Can Work with Others and in Teams

<u>Other Outcomes</u>

- Write a drama journal
- Production and printing of a script
- Group assessment of the process and participation
- Applause for work-shopped ideas

### *Pathway Outcomes*

- Developing confidence to present and perform in front of others
- Other general literacy classes (CGEA)
- Other Youth Centre activities
- Drama classes or courses with other providers

Unit 4 – Presenting A Dramatic Performance

## *Put it On!*

### *Purpose*

This unit provides opportunities for students to be involved in a performance as players or behind the scenes. This unit focuses primarily on students developing skills in cooperation.

### *Educational Activities*

- Workshop a script that has been devised by the group
- Improvise characters and script
- Read through script
- Learn lines
- Calculate the budget for the show, which could include: advertising, sets, costumes, tickets, after-party
- Arrange costumes using a set budget. Options could include sewing or visiting an 'op' shop
- Allocate tasks which may include: Publicity, Video of the show, Marketing, Director, Stage Manager, Prompt, Make-up, Lighting design and set, Front of House
- Write a press release
- Rehearse play in a variety of styles
- Dress Rehearsal
- Perform to an audience

### *Learning Outcomes (including Personal Achievements)*

The student will be given the opportunity to:

- Develop increased concentration skills by focusing on rehearsals
- Read and learn their lines as required
- Develop listening skills by taking directions
- Develop memory skills by learning lines
- Develop turn-taking skills by working through the script
- Be reliable in turning up for rehearsals
- Learn strategies for dealing with nervousness and anxiety
- Make a video of the production
- Calculate budgets
- Write a press release

### *Recognition Outcomes*

CGEA

- Writing
  - Self Expression
  - Public debate
- Reading
  - Self Expression
- Oral Communication
  - Active Listening
  - Practical Purposes
- GCO
  - Can Work with Others and in Teams
  - Can Plan and Organise Activities
- Numeracy
  - Numeracy for personal organisation
  - Numeracy for interpreting society – numerical information

Training Packages

Entertainment Industry Training Package, Cert II

A wide range of competencies can be met in the following units:

- Stage Management
- Staging
- Technical General
- Workplace Management
- Front of House
- HR and Marketing
- Other Units

Details as follows:

- Front of House
  - Respond Positively to Patrons – CUEFOH1A
  - Operate Box Office – CUEFOH3A
  - Usher Patrons – CUEFOH4A
  - Manage Front of House – CUEFOH6A
- HR and Marketing
  - Develop a Budget – CUEFIN1A
  - Manage a Budget – CUEFIN2A
  - Assist with Marketing – CUEMAR1A
  - Undertake Marketing Activities – CUEMAR3A
  - Develop and Manage Marketing Strategies – THHGLE12A
  - Coordinate the Production of Brochures and Marketing Materials – THTSMAO1A
- Stage Management
  - Assist in Stage Managing the Production – CUESMTIA
  - Prepare for Rehearsal Code – CUESMT2A
  - Co-ordinate Rehearsal Code – CUESMT3A
  - Co-ordinate Final Production Process Code – CUESMT4A
  - Manage the Performance – CUESMT5A
- Staging
  - Install Staging Elements – CUESTA1A
  - Operate Staging Elements – CUESTA2A
- Technical General
  - Undertake Simple Lighting/Sound/Audiovisual Activities – CUETGE1A
  - Assist with staging – CUETGE2A
  - Bump in the show – CUETGE3A
  - Bump out the show – CUETGE4A
- Workplace Management
  - Undertake General Administrative Procedures – CUECLE1A
  - Plan and Manage events – CUEEUT1A
  - Tour the show – CUEEUT2A
- Other Units
  - Work with others – CUECOR2A

Other Outcomes

- Increased confidence and self-esteem
- The performance of a work-shopped play
- Applause
- Photographs
- Can accept feed-back from the audience
- Understand advertising strategies
- Understand the need for commitment to a project
- Encourage others in their endeavours
- Can write for a broad audience

### *Pathway Outcomes*

- Entertainment Industry Training Package – leading to qualifications in Certificate 1 – 1V

## Expressive Skills – Learning Outcomes Grid

| *CGEA Module & Outcome* | *Activity / Task* | *Date* |
|---|---|---|
| **Reading** | | |
| Self Expression | | |
| Practical Purposes | | |
| Knowledge | | |
| Public Debate | | |
| **Writing** | | |
| Self Expression | | |
| Knowledge | | |
| Public Debate | | |
| **Oral Communication** | | |
| Active Listening | | |
| Practical Purposes | | |
| Exploring Issues and Problem Solving | | |
| **General Curriculum Option** | | |
| Can collect, analyse and organise information | | |
| Can plan and organise activities | | |
| Can communicate ideas and information | | |
| Can work with others and in teams | | |
| **Numeracy** | | |
| Personal Organisation | | |
| Interpreting society – Numerical Information | | |

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# Creative Skills

This module is 80 hours and comprises four units:

| | |
|---|---|
| Unit 1 | Basic Art and Craft principles → *Exploring Art and Craft* |
| Unit 2 | Traditional and Cultural Art → *Art for Me* |
| Unit 3 | Working with Fabric → *Wear it, Hang it or Stuff it!* |
| Unit 4 | Contemporary Art → *Pictures and Patterns* |

## *Module Description*

This module is open to a wide range of options and encourages activities that extend skills and abilities beyond academic areas.

Many young people who are early school leavers prefer and enjoy "hands on" activities and demonstrate considerable aptitude in this area. Teachers are urged to reach beyond the ideas listed in the educational practices of the Youth Curriculum Resource and allow students to direct and explore their personal creative styles and individual preferences.

The nominal hours for this module are 80 in total. However, these are only nominal. As the target audience is likely to have mixed abilities in a range of skills, individuals may need more or less time depending on particular factors. The educational practices and content in this module are guidelines only. Facilitators are encouraged to adapt and further develop the material according to specific needs. As with all modules, the units in 'Creative Skills' may be delivered as integrated or stand-alone units.

## *Assessment strategy*

The tasks are written for multi-level groups ranging from level 1 to 4 of the CGEA. The facilitator will determine the level of each individual.
It is strongly recommended that a variety of assessment methods are used appropriate to the individual's needs and to specific tasks, e.g.:

- Verbal and/or written activities
- Practical demonstrations
- Oral questioning
- Self-evaluation
- Informal/formal observation by trainer
- Feedback on one-to-one and group basis

## *Conditions of Assessment*

Students will:

- Have access to appropriate equipment and materials to undertake assessment
- Need to feel comfortable in their learning environment
- Need to be informed of the assessment procedures
- Receive support and be able to negotiate on a variety of ways to achieve outcomes
- Be able to make numerous attempts to achieve outcome
- Be given consideration for any learning barriers
- Not be assessed at the risk of jeopardising the development of self-esteem and confidence

## *Delivery of the module*

These learning outcomes are delivered in a combination of modes:

- One-to-one
- Groups
- Flexibly
- Peer Education

All must suit the individual learning styles of students

## *Learning Outcomes and Assessment Criteria*

For further CGEA, NRS and Training Packages assessment criteria information, refer to CGEA Framework document and relevant industry training packages

Unit 1 – Basic Art and Craft Principles

## *Exploring Art and Craft*

### *Purpose*

To give students the opportunity to explore and identify a range of art and craft styles and materials, their personal preferences for styles and materials, and to enable them to identify a range of concepts, techniques and trends.

### *Educational Activities*

Class discussion, posters, videos, and concrete examples can be shown to help students define the terms 'art' and 'craft'

Students will:

- Brainstorm the different media used in art and craft
- Collate examples of materials, styles, trends, techniques
- Work in small groups or pairs to create collages or posters to display a range of art and/or craft styles, techniques and media
- Choose personal preferences in art and/or craft
- Write a short piece describing reasons for their preferences

### *Learning Outcomes (including Personal Achievements)*

Students will have the opportunity to:

- Define the terms: 'art' and 'craft'
- Identify a range of art and craft styles
- Research and identify a range of materials, concepts, techniques and trends
- Identify personal preferences for concepts, trends, styles and materials
- Invite local artists and crafts people to speak

### *Recognition Outcomes*

CGEA

- Writing
  - Writing for Self Expression
- Oral Communication
  - Active Listening
- GCO
  - Can Work with Others and in Teams
- Numeracy
  - Numeracy for Practical Purposes

Training Packages

- Entertainment Industry Training Package, Cert II, Code – CUECOR2A
  - Unit – *Working with Others* [All Elements]

### *Pathway Outcomes*

- Exploring new learning possibilities
- Accepting, understanding and valuing other people's preferences and styles in art and craft
- Team work

Unit 2 - Traditional and Cultural Art

## *Art for Me*

### *Purpose*

This unit will give students the opportunity to create a personal art product. The focus should be on individual hands-on experiences and cooperative interaction with each other. Recognition and validation of the students' social culture may be achieved through various forms of art not usually acknowledged in mainstream curricula. This unit is intended to provide experience across a wide range of media. This can only be achieved by ongoing connectedness between the units, with short-term, realistic and achievable tasks.

### *Educational Activities*

Body Art

- Discuss and view examples of traditional body art in primitive cultures and relate them to the culture's beliefs and values
- Discuss and view examples of contemporary body art and relate to western cultures beliefs and values
- Select a body art area to investigate and design: Body Painting, Henna Tattoos, and Hair Colouring
- Draw, and develop a design, outlining equipment and materials needed
- Seek help and/or feedback from others
- Develop and finish the final artwork

Masks

- Introduce topic: How have masks been used in history? View examples of Native American, Japanese Theatre, masquerade, leather
- Discuss the techniques and materials that can be used to make masks
- Develop designs on paper for chosen mask
- List materials required and their accessibility
- Students organise an exhibition of finished work in a public space, eg: reception foyer, supermarket foyer, and café or theatre venue

Jewellery

- Discuss and view a range of cultural and folk-art jewellery that is popular in today's western cultures: Indian, American Indian, Celtic, Polynesian, etc
- Discuss the range of accessible materials needed to construct a simple, effective piece of personal jewellery, such as a beaded bracelet, choker or necklace, earrings, leather wristbands, arm bands, etc
- Draw and develop a design to size, outlining equipment and materials needed
- Complete the jewellery item and display

Discuss sculpture and carving

- Brainstorm the range of materials suitable to use i.e., wood, soap wax, limestone and metal. Discuss various tools that might be needed
- Students choose their materials and identify the tools they will need
- It is advisable that students initially make a small product that can be completed in one or two sessions
- Students explain their choice of materials and the meaning of their work to the class

### *Learning Outcomes (including Personal Achievements)*

Students will have the opportunity to:

- Demonstrate an understanding of the cultural significance of traditional art
- Demonstrate an understanding of the need to plan a project
- Identify and explore a range of suitable materials for the product
- Create and finish an art/craft product with input and /or feedback from other group members

### *Recognition Outcomes*

CGEA

- Oral communication
  - Active listening
  - Practical Purposes
  - Exploring issues
- GCO
  - Can plan and organise activities
  - Can Communicate Ideas and Information
  - Identify, Analyse and Apply the practices of culture
- Numeracy
  - Numeracy for practical purposes – design
  - Numeracy for practical purposes – measurement

Training Packages

- National Outdoor Recreation Industry Training Package, Code SRXOHSOO1A
  - Unit – *Follow defined policy and procedures relating to the work* [Element 1]
- Entertainment Industry Training Package, Code – CUETGE8A
  - Unit – *Use hand tools*

Other Outcomes

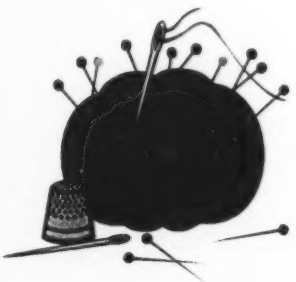
- Finished art works
- Traditional and Cultural art folio
- Class Presentation
- Organise a class display

### *Pathway Outcomes*

- Understanding of other cultures and traditions
- Willingness to seek and accept feedback
- Confidence to explore the possibility of developing further art and craft skills

Unit 3 – Practical Craftwork

## *Wear it, Hang it or Stuff it*



### *Purpose*

This unit is designed to develop the skills to make cheap clothing/accessories/soft furnishings from new or recycled materials. Students will have the opportunity to become familiar with how to safely use the necessary equipment.

### *Educational Activities*

Sewing

- Introduce students to the sewing machine
- Discuss safety aspects of using electrical equipment
- Encourage all students to "have a go"
- Using scrap materials, show simple stitching for seams, hems and edging
- If necessary, spend a couple of lessons making sure everyone can safely and competently use a sewing machine for basic tasks
- Listen to short talk on safety instructions re the use of sewing machine
- Students:
    - Brainstorm and list on w/board a range of simple, products they could sew, i.e., a top, a pair of pants, skirt, wall hanging, cushions, etc
    - Select an option and list materials and necessary equipment
    - Draw and develop a design and decide which fabric will be used
    - Make simple patterns for clothing
    - Cut fabric and tack together, to get a perspective of how the final product will look, for clothing also have a fitting
    - Complete product, wash and iron

Dyeing

- Discuss a range of techniques used to colour, print or dye fabric, screen-printing, silk painting, batik, tie-dyeing, and marbling
- Students select a technique then colour or dye a sheet, wall hanging, old clothes or your new finished fabric product
- Students organise a display, fashion parade or photo shoot of finished products
- Resources:
    - Explore the possibility of purchasing some fabrics at an 'op' shop. Large dresses could be cut down, sheets could be dyed and cut up for wall hangings and cushions, etc

### *Learning Outcomes (including Personal Achievements)*

Students will have the opportunity to:

- Demonstrate an understanding of safety aspects when machine sewing
- Understand how a sewing machine operates
- Use a sewing machine
- Develop basic sewing skills
- Understand how to make and use a basic pattern
- Measure and cut fabric
- Plan and develop a sewn product
- Complete an item they have planned, developed and sewn
- Display their finished product

### *Recognition Outcomes*

CGEA

- Oral Communication
  - Active Listening
  - Practical Purposes
- GCO
  - Can Use Technology
  - Can communicate ideas & information
  - Can use maths, ideas
  - Can plan and organise
- Numeracy
  - Numeracy for practical purposes – design
  - Numeracy for practical purposes – measurement

Training packages

- National Outdoor Recreation Industry Training Package, Code – SRX OHSOO1A
  - Unit: Follow defined occupational health and safety policy and procedures relating to the work being undertaken in order to ensure own safety and that of others in the workplace [Element 1]

### *Pathway Outcomes*

- Ability to make own clothes
- Improved employment prospects in clothing manufacture
- Interest in further education in the fashion industry

Unit 4 – Contemporary Art

## *Pictures and Patterns'*

### *Purpose*

Explore a range of contemporary art styles, consistent with and valid to the students' cultures.

### *Educational Activities*

- Discuss contemporary art, styles and trends
- Show examples using film, slides, posters, magazines etc
- Brainstorm and list a number of media for contemporary art

Drawing and Painting

- It is important to offer a broad range of activities, as not all students are comfortable with their ability to draw and paint
- Group activities are an ideal way to introduce drawing and painting, giving everyone the opportunity to participate and experience success
- Workshop activities such as murals, graffiti, mandalas and poster art encourage all students to participate in art activities
- Individual art projects can be offered at varying levels of confidence and ability
- Developing a self-portrait – students could use a mirror or a photograph to model their own image. Some students might like to try caricatures
- Still life and landscapes can be attempted after some basic instruction in depth and shading
- Alternative modes of artistic expression (suitable for students reluctant to challenge themselves), range from the very prescriptive and step-by-step instructions of 'Folk Art', to highly individual and self-expressive abstract art and collage styles
- Encourage students to use a wide range of media such as: crayon, pastels, textas/felt tipped pens, water-colour and oil-based paints
- Students will plan develop and finish an art product
- Students give a class presentation on their art piece, and discuss style, media, method etc
- Finished work may be photographed or students may choose to develop their artwork from photographs they have taken
- Class to collate their work and produce an album or a pin-board display

### *Learning Outcomes (including Personal Achievements)*

Students will have the opportunity to:

- Develop some understanding and appreciation of contemporary art
- Work with others to achieve a shared objective or goal
- Participate willingly
- Develop the ability to discern the most appropriate media for chosen activities
- Understand and acknowledge the need to plan an art project from beginning to completion

### *Recognition Outcomes*

CGEA

- Oral Communication
  - Active Listening?
  - Practical Purposes
  - Exploring issues
- GCO
  - Can Work with Others and in Teams
  - Can Communicate Ideas and Information

Training packages

- Entertainment Industry Training Package, Cert. II, Code – CUECOR2A
  - Unit – *Working with Others* [All Elements]

Other Outcomes

- Artwork folio presentation
- Album/pin board display
- Team art project
- Personal art folio
- Display
- Presentation

### *Pathway Outcomes*

- Willingness to undertake challenges
- Preparedness try new experiences
- Able to be part of a team
- Interest and appreciation of art
- Confidence to pursue further art education

## Creative Skills – Learning Outcomes Grid

| *CGEA Module & Outcome* | *Activity / Task* | *Date* |
|---|---|---|
| **Writing** | | |
| Self Expression | | |
| **Oral Communication** | | |
| Active Listening | | |
| Practical Purposes | | |
| Exploring Issues and Problem Solving | | |
| **General Curriculum Option** | | |
| Can collect, analyse and organise information | | |
| Can plan and organise activities | | |
| Can communicate ideas and information | | |
| Can use mathematical ideas and techniques | | |
| Can solve problems | | |
| Can use technology | | |
| Can work with others and in teams | | |
| Can identify, analyse and apply the practices of culture | | |
| **Numeracy** | | |
| Practical Purposes – Design | | |
| Practical Purposes – Measuring | | |

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